

**DESIGNING ELECTRONIC MODULE ON ENGLISH GRAMMAR
LEARNING BASED ON LAMPUNG'S CULTURE FOR
THE EIGHTH GRADE STUDENTS OF SMPN 12
BANDAR LAMPUNG
2019/2020**

A Thesis

Submitted in a Partial Fulfillment of
the Requirements for S1-Degree

By:

**MUHAMMAD ALI MARZA DINATA
NPM. 1511040091**

Study Program: English Education



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
2020**

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**Advisor : Dr. Melinda Roza, M.Pd
Co-advisor : Agus Hidayat, M.Pd**



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
2020**

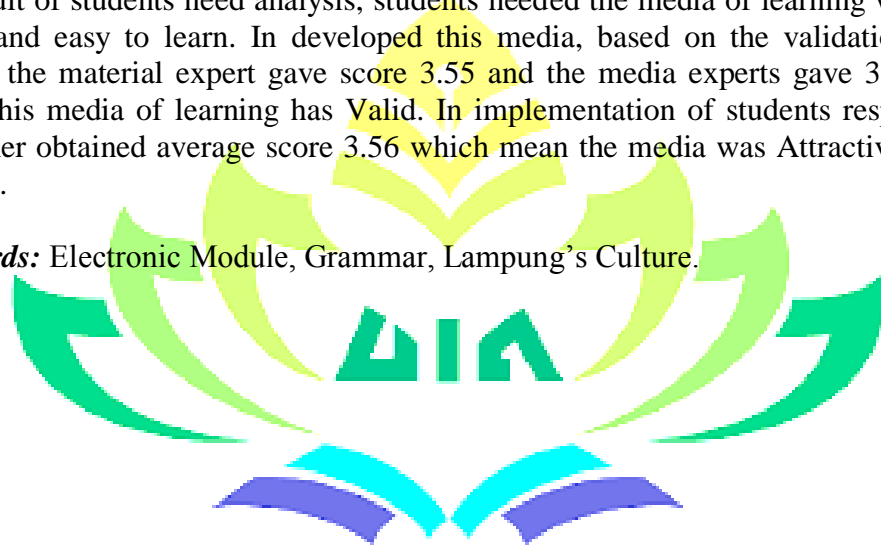
ABSTRACT

There were a lot of trouble in teaching and learning English in school especially in learning grammar and the facilities was limited in the school especially electronic media. Digital and technology had evolve fast right now, its possible if we tried some digital media for student in learning grammar, electronic module for example. The objectives of this research were designed, developed and to knew the feasibility also the attractiveness of electronic module on English grammar learning based on Lampung's culture for the eighth grade of students SMPN 12 Bandar Lampung.

This research was used Research and Development (R and D) and used ADDIE model. The procedures of this research were Analysis, Design, Developing, Implementation and Evaluation.

The result of students need analysis, students needed the media of learning which simple and easy to learn. In developed this media, based on the validation of experts, the material expert gave score 3.55 and the media experts gave 3.67 it means this media of learning has Valid. In implementation of students respond, researcher obtained average score 3.56 which mean the media was Attractive for students.

Key words: Electronic Module, Grammar, Lampung's Culture.



DECLARATION

I declare that this thesis entitled “Designing Electronic Module on English Grammar Learning based on Lampung’s Culture for the Eighth Grade Students of SMPN 12 Bandar Lampung 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledgment in the text.

Bandar Lampung, December 2019
Declared by

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A thesis entitled: **"DESIGNING ELECTRONIC MODULE ON ENGLISH GRAMMAR LEARNING BASED ON LAMPUNG'S CULTURE FOR THE EIGHTH GRADE STUDENTS OF SMPN 12 BANDAR LAMPUNG 2019/2020"**, by: **MUHAMMAD ALI MARZA DINATA**, NPM: 1511040091, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, February 5th 2020.

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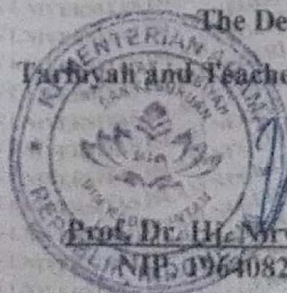
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MOTTO

﴿ إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ ﴾

“But his command, when he intendeth a thing, is only that he saith unto it: Be! And it is.” (Q.S Yasin: 82)¹



¹Usman el-Qurtubi. AL-QURAN TAJWID DAN TERJEMAH. (Bandung, Cordoba, 2013) p445

DEDICATION

This thesis is dedicated to:

1. My beloved parent, my father M. Zairin and my mother Maryati who always pray for my success also who always there for me whenever and everywhere.
2. My beloved brother M. Ali Ridho Dinata and my beloved sister Annisa Septri Ananda who always support me and pray for my success.
3. My beloved Almamater UIN Raden Intan Lampung, which has made me grown up and has contributed much for my self-development.



CURRICULUM VITAE

Muhammad Ali Marza Dinata was born on September, 14th 1997 in Kotabumi. The writer come from Kotabumi, North Lampung, and he lives at Jl. Pulau Singkep, Gg. AMD, Sukabumi, Bandar Lampung. Marza is the first child from a lovely Muslim couple M. Zairin and Maryati. He has 1 brother and 1 sister whose name M. Ali Ridho Dinata and Annisa Septri Ananda.

Marza began his school at SDN 4 Tanjung Aman Kotabumi in 2003 and finished in 2009. He continued his study to SMPN 10 Kotabumi in 2009 and finished in 2012. Then he continued his study to SMAN 1 Kotabumi in 2012 and finished in 2015. After graduated from SMA, Marza continued his study at English Education Study Program of UIN Raden Intan Lampung in 2015.

Marza has a lot of organization experiences. He had become Chairperson of OSIS SMAN 1 Kotabumi in 2013/2014. Marza also had become the Secretary of FAD (Forum Anak Daerah) of North Lampung Regency in 2014/2016, he is the Vice Leader of PEMULA (Persatuan Muda-mudi Lampung Utara) since 2016 to 2021.

In 2016, Marza had become the Vice President of ESA (English Students Association) of UIN Raden Intan Lampung, and in 2017 he was selected to lead ESA and became President of ESA 2017/2018. Marza was famous as the students activist who joined PMII (Pergerakan Mahasiswa Islam Indonesia) of UIN Raden Intan Bandar Lampung since 2015, he also had become the Secretary of Department Research and Development PMII Rayon Keguruan in 2017/2018. The writer was selected to become Vice President of UIN Raden Intan Lampung at PEMIRA 2018, but he was not inaugurated because some problem in the collage.



ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the most Merciful, and the most Beneficent, for blessing the writer with his mercy and guidance to finish this thesis. Blessing and salutation be upon to the most honorable prophet Muhammad SAW, with his family, all his disciples, and for those who follow them in goodness till the day of judgement.

This thesis entitled “Designing Electronic Module on English Grammar Learning based on Lampung’s Culture for the Eighth Grade students of SMPN 12 Bandar Lampung 2019/2020” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid, or support, and many valuable things from various sides. Therefore, the researcher would sincerely thanks:

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6. Suprihatiningsih, M.Pd. the Principle of SMPN 12 Bandar Lampung who licensed the writer for did research at school.
7. All of Validators who validate the Product which developed by Researcher.

8. Researcher's Parent, M. Zairin and Maryati who always pray and support writer for his success.
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18. PBI B Class of 2015 who always support and learned together as study at English Education Study Program UIN Raden Intan Lampung.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the writer truthfully welcomes criticism and suggestion from the readers to enhance the quality of thesis.

Bandar Lampung, December 2019
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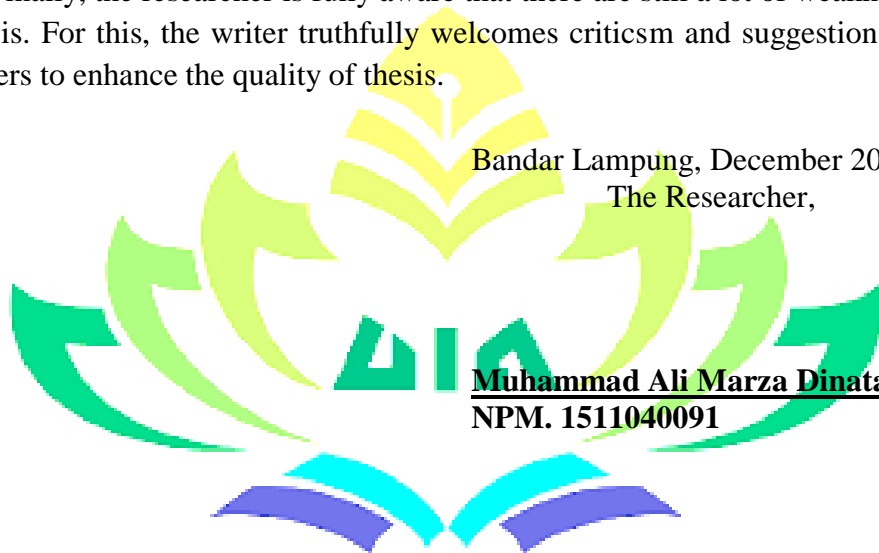


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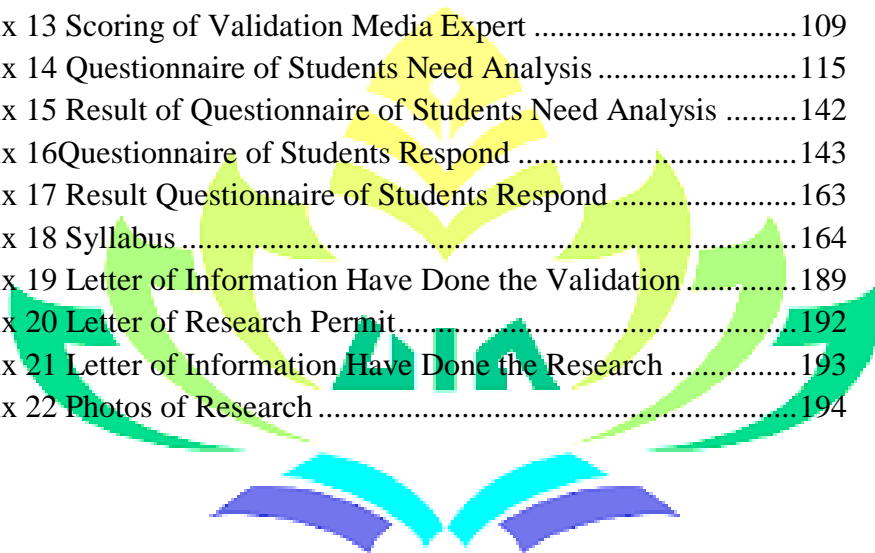
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is important and become communication tool of human in their social life. Language also is system of message in talking and writing use by people of a particular country². We all knew that there were many of languages in whole the world. We had language each other in each country. Even, there some country which had lot of languages in every region of there. Indonesia for example, Indonesia had 34 provinces and more than 300 ethnics group also form multicultural country³. If talked about many languages in this world, there were some international language, perhaps this language was used by many speakers in whole the world, English for example.

According to the rough estimates reported in Bolton (2002), while there are currently about one billion English speakers around the world, four hundred million of them are native English speakers and six hundred million are non-native speakers⁴. So, it possible if English become International language, it is also there a number of country which makes English language as second language in their country, Malaysia, Philippines, and India for example.

²*Oxford LEARNER'S POCKET DICTIONARY FOURTH EDITION* (London: Oxford University Press, 2008), p. 247.

³ INDONESIA” (On-line), available on: <http://id.m.wikipedia.org> [March, 20th 2019]

⁴Changing English, Journal Int. 2013 Vol. 20, No. 4, 377–387

In Indonesia, there were three kinds languages with different category, that is (1) Indonesian language. (2) Region language, and (3) Foreign language⁵. In addition, English language happen to a foreign language at this time. That was because Indonesia had lot of cultures, languages, and ethnics. The different between those three kinds of languages were happen on level phonology, morphology, syntax and vocabulary⁶. Thus, people in Indonesia used the Indonesian language as the communication for communicate with other people who had different region language in the Country. But the government by Ministry of Education and Cultural creating English become a subject in school.

The objectives of education or teaching a foreign language, especially English, in national on level secondary school is that students can interacting by using that language⁷. It was cause as large nation students in Indonesia ought to understand and learn about English. But, there were a lot of trouble in teaching and learning English in school. We knew that, from language mastery, different structure in sentences, culture and others. Some students felt difficult to learn English, SMPN 12 Bandar Lampung for example, from ninety two of student sample, more than eighty percent student claim if English was a heavy subject especially in learning grammar.

⁵ Abdul Chaer and Leonie Agustina. *Sosiolinguistik Perkenalan Awal*. (Jakarta: Rineka Cipta, 2010) p211

⁶ Ibid

⁷ Ibid

Table 1.1
Students score in grammar simple present tense eighth grade of SMPN 12
Bandar Lampung in academic year 2018/2019

Grades	Students Score		Number of Students
	<70	≥70	
8A	23	8	31
8D	19	13	32
8E	22	7	29
Total number	64	28	92

According to the table above, we identified that almost seventy percent of students obtained score under seventy as standard score of grammar and English subject. The researcher found about sixty eight percent of students claim that text book which used by them was one of factor that causes difficulties in learn English and twenty nine percent answered that they were not dominate of English.

Mr. Daryanto Hery said that “the problem for teaching and learning English subject is there on limited of facilities in school and also student’s self in which there some student’s has low willingness for study, so it become a challenges to teach them in school, so that some of teaching method varieties, media of learning, teaching technique and many of teaching strategy will be had to done in teaching the subject”.⁸ According to Mr. Hery as the English

⁸ Interview with Daryanto Hery. March 6, 2019. At SMPN 12 Bandar Lampung

teacher in SMPN 12 Bandar Lampung, the researcher concluded that it must be there a simple media learning which close with the student's society.

Media of learning is everything which used to delivering a message also to stimulate idea, feeling, attention, and willingness of students so that it can creating learning process which intentional, purposeful, and restrained.⁹ In other words, the writer would create a media learning in learning English grammar by using electronic module in student's smartphone. Furthermore, it would become a simple media learning, also the students could bring it everywhere they want, so they could studied in everywhere not only in the school.

We therefore, new media had to tried by us to teach about English especially in grammar. Sixty out of ninety two of students said that module learning in handphone was media of learning which appropriate used by them. Furthermore, this era was digital era and technology has evolve fast. It possible if we tried some digital media for students in learning English grammar. This was also supported that one hundred percent of students had smartphone where almost all of them using Android operation system and using iPhone OS operation system. Seventy eight from ninety two of students declare that they have used smartphone since two years ago, from there we had known if the students understood about digital technology.

The students had used smartphone not only for communication but also for playing game, social media, photography, and learning. They usually apply

⁹ Sherley Yudhistira Utari, *Pengembangan Media E-Book Pada Mata Pelajaran Bahasa Inggris Kelas X di SMAN 2 Padang Panjang*, (Surakarta: UNS, 2014) p3

their smartphone to learn by internet browsing in google, but eighty six percent of them recognize that they were had not file about learning subject in their smartphone. From it case, as the teacher we ought to develop student's skill by their activity in using their smartphone to increase their knowledge especially in English grammar learning.

Based on the explanation above, the researcher would found a solution for increasing student's grammar skill by using module in smartphone or we called it E-Module, as the media of learning at this time. The arrival of electronic module for learning English grammar, would become a challenge for students in digital era. Where, everything of people's activity had used digital technology. Electronic module can be a solution of student's problem in learning process, we know that it was flexible media ever had.

However, this Electronic Module would be different from other modules, where the researcher wanted to this English grammar E-Module for eighth grade of SMPN 12 Bandar Lampung which based on Lampung's culture. Where this E-Module wanted connected about English Grammar Learning with Lampung's Culture, also culture was what had become known as a context approach to English language education, where the aim had been to found ways to ensure that classroom methodologies are appropriate to local contexts.¹⁰

Considering to the previous research under the title "Developing E-Book Media on English Subject at 10th Grade of SMAN 2 Padang Panjang" by

¹⁰ Andrian Holliday. *The Role of Culture In English Language Education: Key Challenges, Language and Intercultural Communication*. (UK: Canterbury Christ Church University, 2009) p145

Sharley Yudhistira Utari the student of Sebelas Maret University 2014, in her thesis explained about the result of validation on every steps, her E-Book product was worthy for using by students in learning process.¹¹ The previous research also came from Ichwan Mahara the student of State University of Malang 2015 on his research under the title “Developing E-Module on English Learning For The Students of SMPN 1 Takengon”, explained about his thesis that worthy for using by students on learning process and can be increased the study result of student.¹² According to the validation of his product that showed the fantastic data by the experts. Based on the previous researches, the researcher will develop product Electronic Module which based on Lampung’s culture on English grammar learning.

Twenty five percent of students were Lampungnese, and sixty five percent of students claim that they were Lampung people because of born, live, and grew in Lampung and the rest stated that they were transmigrants. Although like that, most of them at least knew and understand about some kinds of Lampung’s culture such as; customs, traditional cloths. Traditional houses, traditional names, and Lampung’s language.

More than half of students stated if they interested to study English which packed by Electronic Module and also interested for used it. Most of student’s were opinion that they were agree if English learning was linked with Lampung’s culture because it was interesting for them. In addition, language

¹¹ Op.cit

¹² Ichwan Mahara, *E-Modul Pembelajaran Bahasa Inggris Untuk Siswa SMPN 1 Takengon* (Malang, Universitas Negeri Malang, 2015) Jurnal Inovasi dan Teknologi Pembelajaran Vol. 3 No. 2

and culture were two phenomena which different, but had strength relation, so that they could not be divided. ¹³That important, the student's were wanted to used that module offline or it was not connected to internet, so that's why the researcher would created this electronic module which not connected with internet but could be applied in their smartphone with supported application to open the Electronic Module.

A. Identification of the Problem

Based on the background of the problem, the writer identified the problem as follows:

1. The student's English grammar ability was still low.
2. The students were lack in English grammar learning.
3. The media of English grammar learning must be updated.

B. Limitation of the Problem

In this research would focus on developing student's English grammar by Designing Electronic Module on English Grammar Learning Based on Lampung's Culture for the Students at Eighth Grade of SMPN 12 Bandar Lampung 2019/2020 towards student's attractiveness with its media. The product being developed was an Electronic Module which would be applied in student's smartphone.

In which, this Electronic Module contained about grammar learning which focus on kinds of tenses in eighth grade based on the syllabus such as; Simple Present Tense, Present Continuous Tense, Simple

¹³ Abdul Chaer and Leonie Agustina. *Sosiolinguistik Perkenalan Awal*. (Jakarta: Rineka Cipta, 2010) p166

Past Tense, and Past Tense Continuous. Based on those four of tenses, so this module would contained four chapters.

This Electronic Module also would contained about the explanation of the materials and exercises activity in each chapter of the materials. The advantage of this electronic module was that content of the materials will be connected with Lampung's culture, like traditional clothes, traditional houses, traditional name, and customs.

C. Formulation of the Problem

Considering the background above, the writer formulated the problem as follows:

1. How was the learning of Grammar at eighth grade of SMP N 12 Bandar Lampung?
2. How was the design and development of electronic module on English grammar learning based on Lampung's culture for the eighth grade of students SMP N 12 Bandar Lampung?
3. How was the feasibility of electronic module on English grammar learning based on Lampung's culture for the eighth grade of students SMP N 12 Bandar Lampung?
4. How was the attractiveness of electronic module on English grammar learning based on Lampung's ulture for the eighth grade of students SMP N 12 Bandar Lampung?

D. Objective of the Research

According to the outline and issue above, the purpose of this research were:

1. To know how was the learning of grammar at eight grade SMPN 12 Bandar Lampung
2. To designed and developed electronic module on English grammar learning based on Lampung's culture for the eighth grade of students SMPN 12 Bandar Lampung.
3. To knew the feasibility electronic module on English grammar learning based on Lampung's culture for the eighth grade of students SMPN 12 Bandar Lampung.
4. To knew the attractiveness of electronic module on English grammar learning based on Lampung's culture for the eighth grade of Students SMPN 12 Bandar Lampung.

E. Uses of the Research

1. Theoretically:

To gave input to the English teacher about teaching by Electronic Module on English Grammar Learning Based on Lampung's Culture as a references for further research in English learning.

2. Practically:

The teacher applied Electronic Module on English Grammar Learning Based on Lampung's Culture that created by researcher.

F. Scope of the Research

1. Subject of the Research

The subject in this research was the students at the Grade Eighth of SMPN 12 Bandar Lampung

2. Object of the Research

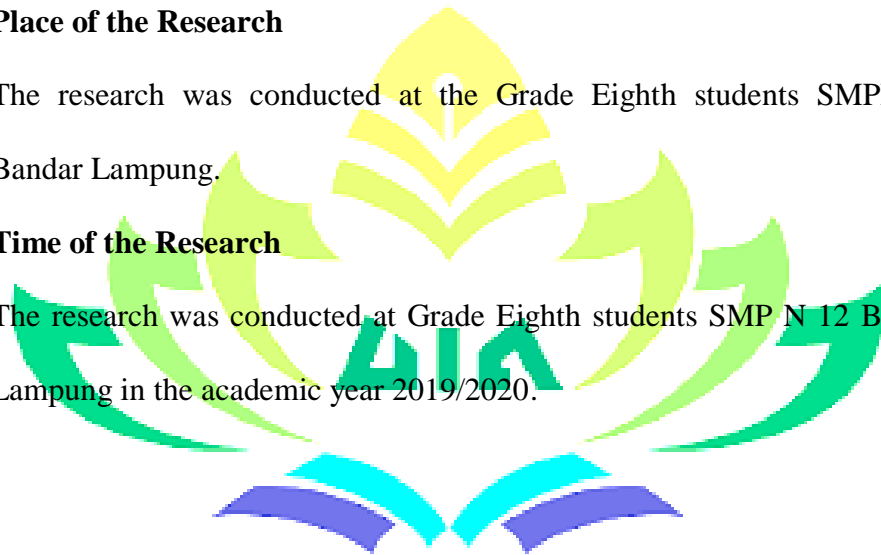
The object of the research was Electronic Module on English Grammar Learning Based on Lampung's Culture For the Students at Eighth Grade of SMPN 12 Bandar Lampung.

3. Place of the Research

The research was conducted at the Grade Eighth students SMPN 12 Bandar Lampung.

4. Time of the Research

The research was conducted at Grade Eighth students SMP N 12 Bandar Lampung in the academic year 2019/2020.



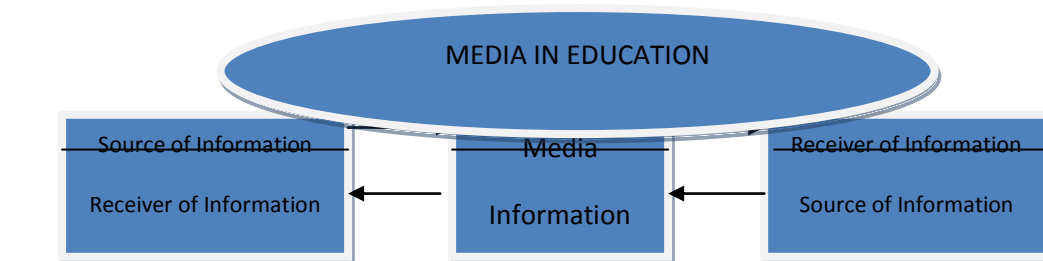
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Media of Learning

1. Definition Media of Learning

Media of learning is everything that can be used to convey messages or information in teaching and learning process so that it can affect student's attention and interested in studying.¹⁴ In other word, media of learning is an introduction in teaching and learning process. Wilbum Schram was opinion about media is information carrying technologies that can be used for instruction, so the media instruction, consequently are extensions of the teacher.¹⁵ The opinion of Wilbum is close meaning with Association of Education Communication Technology (AECT) which explain that media is interpreted by all forms and channels that can be used for the massage in learning process.¹⁶ Media of learning also is media which used in learning. This media has a meaning self in teaching and learning process. Gagne and Brigs stated that media of learning cover the tool as physically used for delivering the materials of lesson.¹⁷ According to the explanations before, the writer argues that media of learning is intermediary tool in delivering messages or information in teaching and learning process. In which, media of learning is the important tool in teaching and learning process where in this case the teacher delivering their materials subject of lesson.



¹Media Pembelajaran (Jakarta, Direktorat PMPTK-LPMP)

² Nunu Mahnun, Media Pembelajaran (Riau, UIN Suska, 2012) Jurnal Pemikiran Islam Vol. 37 p27

³ Ibid

⁴ Sherley Yudhistira Utari, *Pengembangan Media E-Book Pada Mata Pelajaran Bahasa Inggris Kelas X di SMAN 2 Padang Panjang*, (Surakarta: UNS, 2014) p11

Picture 2.1 Chart of Media in Education

2. The Function Media of Learning

The importance of using media of learning is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. According to Sudjana the function media of learning in teaching and learning process as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using media of learning is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- c. The using media of learning is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In addition, media of learning function based on Mulyani Dewi are:

- a. Auxiliary tool to create effective learning situation.
- b. Integral part of all learning situation.
- c. To concrete the abstract concept, so, can decrease verbal comprehension.
- d. To build up students' motivation to learn.¹⁸

¹⁸ Friska Agustia Anggraini, *Developing English Multimedia Based Teaching Media by Using Adobe Flash CS3 for VII Grade of MTs Al Huda Bandung Tulungagung*. (Tulungagung, IAIN Tulungagung, 2015) p9

Based on the explanation above, the researcher find out that media of learning is really important in teaching and learning process. In which, media has lot of advantages for using on it process. Media of learning can make the learners easier to understand about the materials of the lesson in learning process. Thus, it probably to create media of learning which different and close with the social life of learners.

3. Kinds Media of Learning

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to Mahajan, media are classified into seven categories such as:

- a. **Graphic Media:** any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. **Display Media:** a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. **Three Dimensional Media:** A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. **Projected Media:** a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, records.
- e. **Audio Media:** media that just can be heard. Such as, radio, audiocassettes, gramophones, records.
- f. **Video Media:** this media is combination between audio and visual, for example, TV, videocassettes, CD, computers.
- g. **Activity Media:** media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Based on Sahid media of learning can be grouped as follows:

- a. **Visual Media:** the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, and others..
- b. **Audio Media:** the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, and others.
- c. **Projected Still Media:** the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- d. **Projected Motion Media:** the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, and others.¹⁹

According to the top of explanation, the researcher will create a media of learning which can make students easier to understand of lesson in their school. In this time, the researcher will create Electronic Module on English grammar learning for the students eighth grade of SMPN 12 Bandar Lampung. This media of learning will operated by student's smarthphone, so they can easy for using and access the media in everywhere they want.

B. Electronic Module

1. Definition Electronic Module

Module is learning tool that contain material, methods, boundaries, and ways of evaluation which designed systematically and attractively to achieve the expected competencies according to the level of

¹⁹ Ibid, Friska Agustina Anggraini. p10

complexity.²⁰ In other words, module is simple form of textbook. While, Electronic module is a digital form of module and it packaged more interactively.²¹ Thus, the differences between module and electronic module only on the packaging of both. If module is simple than textbook, so e-module is simple than module, because e-module can be brought by learner everywhere they want in their smartphone. Electronic module is also called media for independent learning because they have instruction for studying self. Electronic module can be filled with material in form of pdf, videos, and animations that can make the user learn actively.²² Electronic Module also is a display of book which contained information in CD, hard disk, flashdisk, or diset, and can be read with using tool of reading book in the computer or smartphone.²³

According to the explanation before, the researcher is opinion about electronic module is one of media of learning in teaching and learning process, where in there has the contain of the materials of lesson which will be discussed by teacher and students and also it can make the teacher and students easier for using, it can accessed in smartphone which brought by them everywhere they gone.

2. The Characteristic of Good Module

According to the Ditjend PMPTK, the characteristic of good module such:

- a. **Self Instructional:** through it module, the learner can study by their self without help by the other people.
- b. **Self Contained:** all of subject materials must be there on one unit of competencies which studied by learner.
- c. **Stand Alone:** the module which is developing is not depend with the other media of learning.

²⁰ Team of UNY, Modul vs E-Modul (Yogyakarta: Jurusan Pendidikan Teknik Elektronika UNY 2016) Handout p3

²¹ Ibid p6

²² Ibid p6

²³ Novilia. Pengembangan E-Modul Berbasis Exe Learning Pokok Bahasan Ruang Hasil Kali Dalam Pada Mahasiswa UIN Raden Intan Lampung. (UIN Raden Intan, Bandar Lampung, 2019) p22

- d. Adaptive:* has a high adaptive power to the development of science and technology.
- e. User Friendly:* every instruction and exposure to information that appears is helpful and friendly to the user, including the ease of the user in responding and accessing.²⁴

C. Grammar

Grammar is rules for forming word and making sentences.²⁵ In other words, grammar is procedure to arrange the words and create the sentences. The grammatical units of English are words, phrases, clauses and sentences.²⁶ Thus, if talking about grammar it is not only about words and sentences. There are some of grammatical units such as: word, phrase, clause, and sentences.²⁷ According to the limitation of the problem on previous chapter, the researcher will focus on kinds English Tenses that based on the syllabus, so in this part the researcher is going to discuss about these following tenses:

a. Simple Present Tense

Simple present tense is kind of English tense in grammar where it used to tell things that are true in general, or for things that happen sometimes or all of time.²⁸ In addition, this tense can be used not only for present time. The simple present tense is used to express habitual or everyday activity.²⁹ This sentence has own rule and using base form of verb (run, sleep, walk, take), linking verb or to be (is, am, are), auxiliaries verb (do and does) and some case there are verb which add by suffix -s/-es (reads, types, writes, watches).

b. Present Continuous Tense

²⁴ Ibid p4
²⁵ *Oxford LEARNER'S POCKET DICTIONARY FOURTH EDITION* (London, Oxford University Press, 2008) p193
²⁶ John Eastwood, *OXFORD GUAIDE TO ENGLISH GRAMMAR* (New York, Oxford University Press, 2002) p1
²⁷ ibid
²⁸ Nur Zaida, *BRIGHT AN ENGLISH* (Jakarta, Erlangga, 2017) p99
²⁹ Betty Schramper Azar, *UNDERSTANDING AND USING ENGLISH GRAMMAR* (USA, Prentice Hall Regents, 1989) p11

Present continuous or present progressive is tense which express an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future.³⁰ The using of present continuous tense is also for describe something that is happening at present.³¹ This kind of tense has rule like we have to add suffix –ing after verb which used by us and use to be (is, am, are) before the verb.

c. **Simple Past Tense**

Simple past tense is kind of tense which used for talking about an event that happened in the past.³² The simple past indicates than a activity or situation began and ended at the particular time in the past.³³ The using of simple past tense, the user have to using verb form two, where there is an Irregular verb (flew, run, read, swam) and regular verb by add suffix –ed after the verb (mixed, fixed, walked, washed), not only those, simple past tense also using auxiliary (did) and to be (was and were).

d. **Past Continuous**

Past continuous tense often goes with simple past tense.³⁴ In other words, both action occurred at the same time, but one action began earlier and was in progress when the other action occurred. Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. In some cases, the simple past and the past progressive almost the same meaning.³⁵ In past progressive we are not used second verb but using base verb with add suffix –ing after the verb also using to be (was and were) in front of the verb.

D. Lampung's Culture

1. Culture

³⁰ Ibid

³¹ Op.cit p112

³² Ibid p148

³³ Op.cit p24

³⁴ Op.cit p156

³⁵ Op.cit p24

Culture is customs, beliefs, art, way of life of a particular country or group.³⁶ Culture contain a broad understanding, including understanding complex feeling of a nation, including knowledge, beliefs. Art, morals, laws, customs, and other characteristic obtained from the community.³⁷ The form of culture from ideas (cultural system) which is abstract, behavior (social system) is concrete, and physical which is very concrete.³⁸ In other words, culture is the habitual of people community in some of areas which develop and become hereditary. According to B. Malinowski, culture in the world has seven of universal unsure such as; (1) Language, (2) Technology system, (3) Livelihood system, (4) Social organization, (5) Knowledge system, (6) Religion, and (7) Arts.³⁹ According to the explanation about culture, the researcher stated that culture is dynamic and the core of social life.

2. Lampung's Culture

Lampung society in its original form has own customary law structure. The form of the customary law community is different from one another. In general, the two groups are divided into Pepadun and Saibatin.⁴⁰ Lampung society in its original form has own customary law structure. The form of indigenous people is different between one community group and another. These groups spread in various places in the Lampung region. In general it can be distinguished in two large groups, namely Saibatin and Pepadun.

When viewed from its territorial area, Saibatin resides along the coast of Lampung, such as the Kingdom of Sekala Brak in West Lampung and West Pesisir, Ranau Komeri, Tanggamus, some region of Pringsewu, some region of Pesawaran, Keratuan Darah Putih South Lampung, and Keratuan Melinting East Lampung. The Pepadun indigenous peoples are residing in the interior of Lampung such as North Lampung, Central Lampung, Tulang Bawang, West Tulang Bawang, Way Kanan, East Lampung and some region of Mesuji, some region of Pesawaran, and some region of Pringsewu which consist are

³⁶ *Oxford LEARNER'S POCKET DICTIONARY FOURTH EDITION* (London, Oxford University Press, 2008) p108

³⁷ M. Munandar Sulaeman, *ILMU BUDAYA DASAR* (Bandung, PT Refika Aditama, 2005) p19

³⁸ Ahmad Mujib, *Hubungan Bahasa dan Kebudayaan* (Ponorogo, STAI Ponorogo, 2009) Journal Adabiyat Vol. 8 No. 1

³⁹ *Op.cit* p23

⁴⁰ Sabaruddin SA, *LAMPUNG PEPADUN DAN SAIBATIN/PESISIR* (Jakarta, Buletin Way Lima Manjau, 2012) p62

Abung Siwo Migo, Sungkai Bunga Mayang, Migo Pak Tulang Bawang, Way Kanan Buay Lima, and Pubian Telu Suku.⁴¹

Lampung has many of cultures form such as:

1. **Traditional Houses**, traditional houses of Lampung is called Nuwo Sesat or Lamban which shaped home to stage.

2. **Traditional Cloths and Attributes**, Lampung has famous cloth like Tapis which lot of model from each region in there and its attributes like Siger, Kopiah Emas, Kopiah Tapis, traditional weapon like Pundugh/Keris, Payan and Badik.

3. **Traditional Name**, Lampung has many of nickname to call brother, sister, cousin, father, mother, aunty, uncle, grandfather, grandmother and others such as:

a. For calling brother; Kiyai. Ajo, Udo, Adin, Daing, Puan, Tuan, Hoya, Duka, Ginda and others.

b. For calling sister; Afu, Uni, Gusti, Yunda, Susi, Acik, Uti, Titah, Batin, Duli and others.

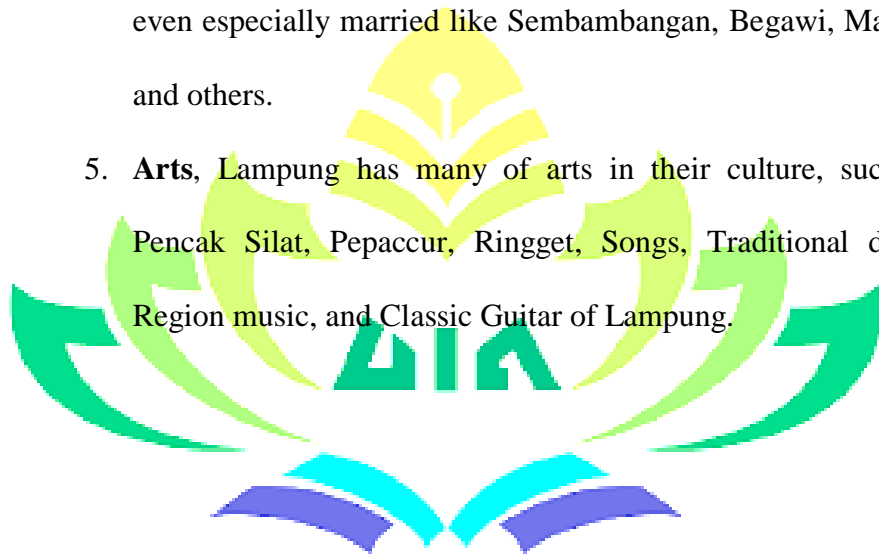
c. For calling Father; Buya, Ayah, Papi, Apak, Bapak, Abi, Abah and others.

d. For calling Mother; Umah, Umi, Mami, Ibu, Emak and others.

e. For calling Uncle; Buya, Pakho, Pakcik, Pakngah, Paksu, Ammi, Abati, Manda and others.

⁴¹ Andriansyah, *MAKNA PAKAIAN DAN ATRIBUT PERNIKAHAN ADAT LAMPUNG DAN HUBUNGAN NYA DENGAN SISTEM GELAR ATAU ADOK DALAM MASYARAKAT ADAT SAIBATIN MARGA WAY LIMA JURAI SEPUTIH* (Lampung: UNILA, 2017) p11

- f. For calling Aunty; Bik atu, Bik ibu, Biktut, Biksu, Bikngah, Bickik, Binda, Uncu, Halati, Amma and others.
 - g. For calling Grandfather; Sidi, Datuk, Yayik, Jat, Tamong, Appeu and others.
 - h. For Calling Grandmother; Siti, Nyaik, Cucung, and others.
4. **Customs**, Lampung has many of customs in the ceremonial even especially married like Sembambangan, Begawi, Manjau, and others.
5. **Arts**, Lampung has many of arts in their culture, such as; Pencak Silat, Pepaccur, Ringget, Songs, Traditional dance, Region music, and Classic Guitar of Lampung.



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